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ABSTRACT

Two developments in 20th-century grammar are discussed, focusing on aspects that may be useful in training teachers of English as a Second Language (ESL). The two developments are (1) the large descriptive grammars based on usage surveys, which give a systematic and detailed presentation of facts of usage, and (2) procedures for analyzing a language that provide insights into how the language works. Discussion of the descriptive grammars is in two parts, those of the earlier part of the 20th century and those of the later part. The major works of each are examined, and information particularly useful to teachers is noted. Differences in the two groups of work are examined. Discussion of grammatical analysis looks at two schools of analysis, structural and transformational grammar. Central concepts of each that are applicable to ESL instruction are explored. An annotated bibliography of 18 related items is appended. (MSE)

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TWENTIETH-CENTURY GRAMMAR: AN OVERVIEW FOR TEACHER TRAINING

BY

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TWENTIETH-CENTURY GRAMMAR: AN OVERVIEW FOR TEACHER TRAINING

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MARCELLA FRANK

With the increasing need to train teachers of ESL/EFL, in this country and abroad, it is important to look at what might be included in a teacher training program dealing with English grammar. This paper will be concerned with two types of development in twentieth-century grammar that can be of practical value in such a training program. The first deals with the big descriptive grammars based on usage surveys that give a systematic and detailed presentation of the facts of usage. The second outlines procedures for analyzing a language that provide many insights into how our language works.

The discussion of the big descriptive grammars will be divided into two parts: the grammars of the earlier part of the twentieth-century and those of the later part. I will examine the major works of each, pointing out what the teacher can gain from them. I will also examine the differences between the works of the early and the late twentieth century.

For the two twentieth-century schools of analysis of language, I will deal with both structural and transformational grammar, again drawing attention to important works. Avoiding an overemphasis on techniques for analysis, I will concentrate on central concepts of each school that can be appled to ESL/EFL. For structural grammar, I will point out how the word <u>structure</u> (meaning physical, observable structure) embodies its key concept. For transformational grammar, I will demonstrate how the word <u>transformational</u> (meaning change from a simple sentence) represents its key concept.

For each area of development, I will draw attention to the publications that might go into the teacher's professional library because they make the contributions of this development more accessible to the teacher.

Descriptive grammars of the first half of the twentieth century

Interestingly enough, few of these influential grammars of this period were British - rather, they were the work of Danish, Dutch and American grammarians. These grammars had the following features.

1. Most were the work of a single author. Some grammars reflected the personal style and point of view of the author.
2. All were multi-volumed.
3. All were descriptive, and all rejected the prescriptive approach that had become the norm in the eighteenth century.
4. All included historical details.
5. All were based on a large corpus of written material, much of it from their own extensive reading. All cited a large number of examples to illustrate grammatical points. These examples were usually unchanged from their original sources.

Here I'll concentrate on two of the most influential of these grammarians - the Danish grammarian, Otto Jespersen, and the American grammarian, George Curme.

Otto Jespersen's work A Modern English Grammar on Historical Principles, consisted of seven volumes. The work was begun in 1909 and finished by a colleague in 1961 after Jespersen's death in 1943.

Jespersen expresses the purpose of this great work in the preface to the third volume. He tells us that his treatment is historical, and that he proposes not to deal with correct or pure

English but to "register and explain the actual facts of usage in various periods." (Part III, Syntax. Second Volume:vi).

In the preface of Part I, Jespersen also expresses his own subjective view of language--a view related to the nineteenth century faith in infinite progress spurred by Darwin's theory of evolution—that language is "progressing and perfectible " (v).

For his corpus of materials, Jespersen mentions that he has used "tens of thousands of slips" (Part II, Syntax, First Volume: viii) based on his own extensive reading. He also includes quotations from newspapers and periodicals. The greater part of each volume is actually made up of examples unchanged from their sources.

For the teacher's library, the best introduction to Jespersen's work is his one-volume Essentials of English Grammar, published in this country in 1964. In this text he has omitted most of the historical details.

The other grammarian of the early twentieth century that I will discuss is the American George Curme. His works are in two volumes, both published in the thirties. Volume II, Parts of Speech and Accidence, came out in 1935. Volume III, Syntax, was published in 1931.

In his preface to Volume II, Curme explains that his purpose is to present usage "not as fixed rules but as the description of the means employed by English-speaking people to express their thought and feeling" (vii). This preface also tells us that he has included historical facts for "an insight into the forces that have shaped our language" (viii).

Unlike Jespersen, who generally confined his descriptions to British usage, Curme gives both American and British usage. He

draws on much of the work of earlier scholars but he also has read widely for himself. While he concentrates mainly on the written literary language, he includes some referen ces to colloquial speech. He also uses a profusion of examples, but while, like Jespersen, he draws on his literary and older sources, he simplifies many of these examples.

Again, like Jespersen, Curme talks about the development of language in terms of Darwin's theory of evolution, and actually mentions the term "survival of the fittest" (2:vi). Here is a quotation from this preface which I can't resist citing because it is so far removed from our modern view of language.

> Each generation embodies in its speech its own growth and bequeaths the improved means of expression to the next generation for further improvement. Any attempt to check the development of the language and give it a fixed, permanent form is misdirrected energy.... The great principle of life is growth and development (vi).

The easiest access to Curme's work is his English Grammar: The Principles and Practice of English Grammar Applied to Present-Day Usage, published by Barnes & Noble in 1947. In this book Curme omits most of his references to older usage.

Descriptive grammars of the late twentieth century

The second twentieth-century development relating to the big descriptive grammars took place in the seventies and eighties. We find a number of differences now from the big grammars of the earlier period.

1. These are now one-volume grammars of well over 1,000 pages.
2. They are no longer one-author grammars, but the result of the collaboration of several grammarians.

3. They are much more impersonal. There is no longer any mention of such beliefs as the "growth and development" of the language.

4. The authors have the advantage of recourse to a vast corpus of materials collected through advanced technological means.

5. The grammars are completely synchonic. Few historical or comparative details are used. However they have widened the scope of their coverage in many other ways, some of which I will discuss later.

6. There is not such a profusion of examples. Also, instead of using illustrative sentences directly from their collection, as did the earlier descriptive grammarians, they have edited and simplified these sentences. For this reason these grammars have more of a contemporary feel than the earlier grammars.

Here, I will briefly discuss two such grammars, both by the same four authors.

The first grammar, which came out in 1972, is A Grammar of Contemporary English, by Randolph Quirk, Sidney Greenbaum, Geoffrey Leech and Jan Svartvik. This text consists of 1,120 pages. Two of the authors are from Great Britain, one from the United States, and one from Sweden.

All four authors collaborated on the corpus which provided them with a vast amount of material--the Survey of English Usage--sponsored by University College in London. This tremendous undertaking was begun in 1960 and finished in 1974, under the direction of Randolph Quirk. The collection consists of a million words of both spoken and written English.

The purpose of A Grammar of Contemporary English, as expressed on the book jacket of the book, is to concentrate on "the standard

English used by educated people in all English-speaking countries, with careful attention to the features distinguishing spoken and written, formal and colloquial, American and British usage."

Like the earlier descriptive grammars, A Grammar of Contemporary English does not draw on only one school of grammar, but uses insights from both traditional and modern schools (vi).

Compared with the earlier descriptive grammars, A Grammar of Contemporary English makes finer syntactic distinctions for semantic purposes. For example, for the first time, we see adverbs classified not only as adjuncts, disjuncts, conjuncts, but we find further semantic subdivisions for each. We also find classifications between gradable and nongradable adjectives, as well as between dynamic and stative verbs.

Another important difference from the earlier works is the inclusion of information to account for syntactic and phonetic devices to express communicative intent.

The second late twentieth-century descriptive grammar is A Comprehensive Grammar of the English Language, published in 1985 by Longman. This book, which now has 1,779 pages, is an expansion of A Grammar of Contemporary English by the same four authors. The authors say that the book incorporates their"own further research on grammatical structure as well as the research of scholars world-wide" (v).

This book has essentially the same organization and content as the earlier book, but it adds even more emphasis on the semantics of grammatical elements. Thus we now have separate chapters on The Semantics of the Verb Phrase, The Semantics and Grammar of Adverbials, Syntactic and Semantic Functions of Subordinate Clauses.

Both of these lengthy publications have been made available in shorter versions. The condensed version of the first book has been used since the seventies in teacher training classes. It is called A Concise Grammar of Contemporary English (1973) by Quirk and Greenbaum. (The British edition is called University Grammar.)

Another important book that resulted from the findings in the first long publication is A Communicative Grammar of English by Leech and Svartvik, published by Longman in 1975. This text in addition reflects both the communicative approach and the functional-notional approach to teaching English as a Foreign Language.

The condensation of the second long publication, A Student's Grammar of the English Language was published by Longman in 1990. Now the authors are listed in the order of Greenbaum and Quirk (which seems only fair).

Schools of grammatical analysis

We come now to the next two schools of grammar that developed in the mid-twentieth century. These are not so much concerned with laying out the many facts of English usage, but rather with presenting methods or, procedures, for analyzing a language in order to gain insights into the language. One school of analysis, structural linguistics, originated with the French linguist, Saussure, but was developed more exhaustively by American linguists, especially Bloomfield. The other school of analysis, transformational grammar, originated in the United States with the American linguist, Chomsky, but was developed further by many other linguists, both American and European.

The first school of analysis, structural linguistics, focused on concrete differences between languages; their work resulted in many contrastive analyses of languages. The second school was more concerned with similarities between languages. This concern eventually led to the search for abstract universals of language.

Structural linguistics

This school of grammatical analysis was especially influential in the fifties and well into the sixties. It offers a method of analyzing languages that claims to be scientific because it aims for simplicity, completeness, and consistency of explanation. It searches for the formal system of a language, which is described only in terms of what is physically observable.

Structural linguistics doesn't go outside the language for its analysis. It doesn't go outside in time--this is the domain of historical linguistics. It doesn't go outside in place--this is the domain of comparative linguistics. It also is not concerned with differences related to the social situation--this is the domain of sociolinguistics. And it doesn't go into what is in the user's mind. It is not concerned with language as the expression of ideas and feelings, but only with the formal system that is used to convey such meanings.

In their search for formal structure, structuralists analyzes three levels of language--all of which are considered part of the description of the grammar of a language.

Like scientists, structuralists search for a unit of classification at each level, and they systematically organize all members of that class around this unit. (This kind of classification is known as the allo-eme principle, -eme identifying

the class, allo- the members of that class.)

I will give here just a brief presentation of the analysis at the two lower levels, and will concentrate more on the highest level, that of syntax.

The structuralist feels that all analysis of a language should begin with the smallest level of structure--the structure of sounds. At this level, the basic unit is the phoneme. To identify a phoneme, the principle of contrast is often used--that is, a phoneme should distinguish meaning. For example, the /r/ phoneme in the word rice may have many varieties of production in English, but as long as we understand the word as meaning the food, these varieties (or, allophones) are considered members of the /r/ phoneme. But as soon as we understand the word as lice, a word with another meaning, we have another phoneme in English (in Eastern languages, this variety of /r/ is nondistinctive).

Besides the segmentals of sounds--the vowels and the consonants--structuralists classify three accompanying features of sound as phonemes because they also distinguish meaning. These "suprasegmentals" are:

Juncture - a sustained or terminal pause - ice+cream vs I=scream

Stress - an ínsult vs to insúlt

Pitch - the rise or fall of the voice

What are we having for dinner, Mother ?↑

vs What are we having for dinner, Mother? ↓

The second level of analysis searches for the structure of words--the morphological level. The basic unit here is the morpheme--this unit has meaning. Here are some of the classifications:

1. free vs bound - ungentlemanly has two free morphemes (gentle, man) and two bound morphemes (un, ly)

2. prefixes, suffixes, bases (or, roots)
3. inflectional vs derivational (these are mainly for endings)

With regard to the third and highest level of analysis, that of syntax (the structure of grammatical groups of words), not much work was done by the structuralists. They felt that syntax did not lend itself to such rigorous analysis as the lower levels did. The greatest contribution at the level of syntax was made by Charles Fries, in his influential The Structure of English: An Introduction to the Construction of English Sentences, published in 1952. The contents of the book were based on a corpus of materials which Fries said was the recorded conversations of speakers of Standard English in a North Central community of the United States (viii) (presumably the University of Michigan, where he taught).

In The Structure of English, Fries used the structural procedure of classification to identify syntactic elements. Based on his corpus, he classified all words into:

1. Content words - the four main parts of speech that have lexical meaning, and to which new words are added.
2. Function words - the closed list of words that operate the grammar. Many of these words have structural meaning only.

To avoid traditional terminology, Fries referred to the parts of speech by numbers and to the function words by letters.

Fries classified the members of each class according to two objective and observable criteria--position and form.

1. Position - Fries set up a number of test frames using sentences with blanks to test for types of words that fit into the blanks. For example, in the text frame

(The) _____ was (very) _____.

he said that all words that fit into the first blank were No. 1 words (nouns), and all words that fit into the second blank were No. 3 words (adjectives). These parts of speech were further "marked" by the function words before them (the, very).

2. Form - This classification was done for words in isolation, and only for the four main parts of speech. The classification was chiefly morphological. For example, if a word ended in -s for the plural inflection, or -ment, a derivational ending, it was identified as a noun (or, Fries Class 1 word).

Fries also identified sentence patterns (based on the kind of verb and its complement), and he described the expansion of these patterns and positional substitutions within the patterns.

Finally, Fries analyzed the layers of structure in a sentence. Without rearranging a sentence, he cut each layer of the sentence in two parts (called immediate constituents, or, IC's), beginning with the outermost layer of subject and predicate, so that the diagram of the IC's looked like Chinese boxes, with one layer inside the other.

The texts dealing with structural linguistics that were most commonly used in teacher training courses were:

on a lower level, Stageberg's An Introductory English Grammar (1965) (in this text the author included the analysis of all three levels of structure as part of the grammar)

on a higher level, Francis' The Structure of American English (1958), or Gleason's An Introduction to Descriptive Linguistics (1961).

Transformational grammar

Whereas structural linguistics was more concerned with the levels of phonology and morphology, transformational grammar concentrated on the level of syntax.

At the beginning, transformational grammar was essentially the work of one linguist, Noam Chomsky. His first work on transformational grammar was Syntactic Structures, which appeared in 1957. In it he rejected the classification and segmentation procedures of the structuralists and offered a view of language analysis based on a user's intuitive knowledge of the language. He laid out a system of syntactic analysis that was concerned with the kind of changes needed to transform a simple sentence into a more complex one.

In 1965 came his more important book, Aspects of the Theory of Syntax, in which he expanded his view of transformational grammar. He also made more explicit his rejection of the behavioral view of the structuralists that language is a set of oral habits learned through stimulus-response. Instead, Chomsky claimed that language was a set of internalized rules of grammar built up through mental processes.

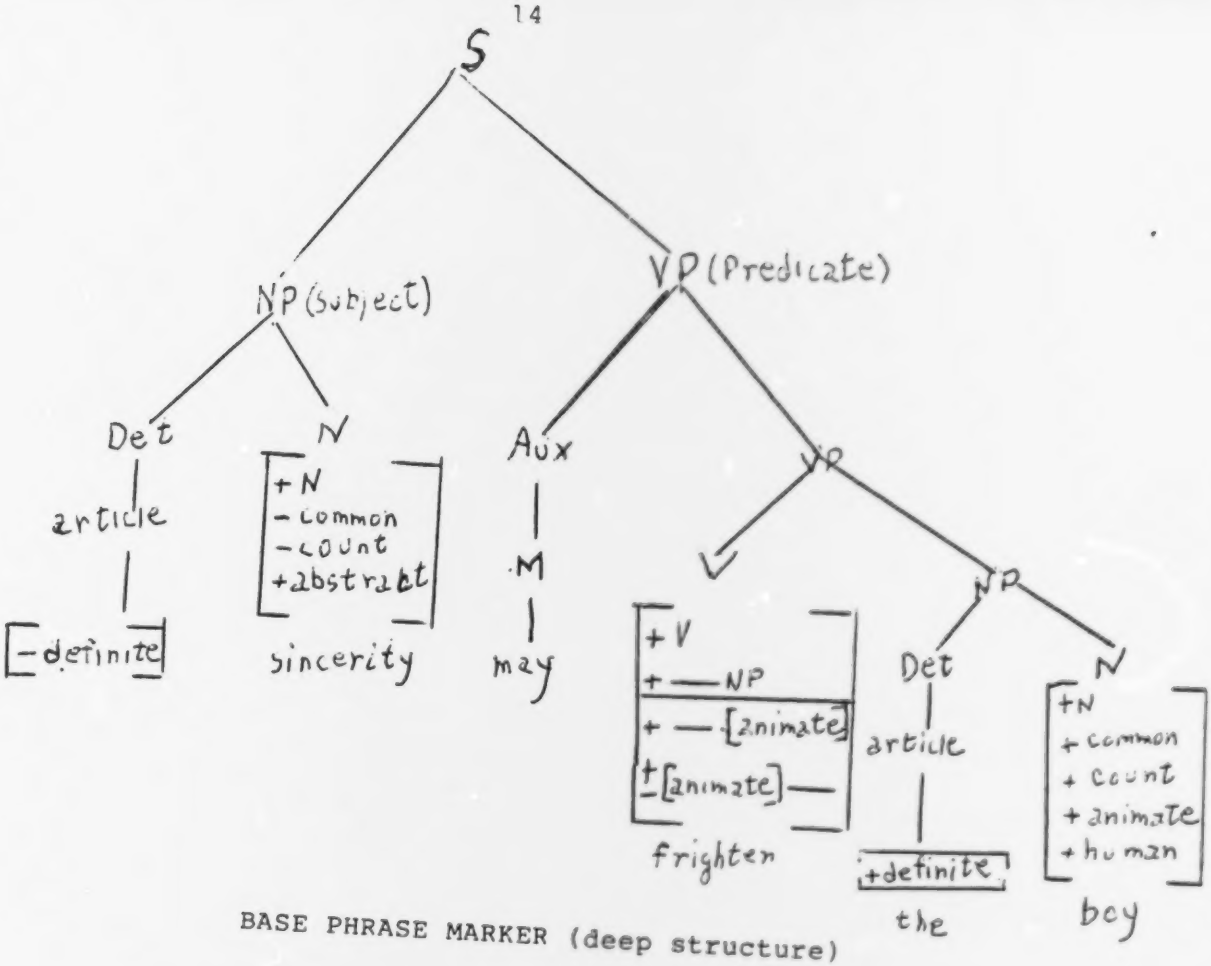
In view of the profound influence that Aspects of the Theory of Syntax had in linguistic circles, it would be useful to examine at some length the syntaxtic analysis done in this book.

As in Syntactic Structures, Chomsky begins his syntactic analysis with the most abstract symbol S for Sentence and works down to the most concrete realization of the elements in a spoken sentence. Thus his analysis is a top-down analysis, moving from the largest to the smallest features, as opposed to that of the bottom-up analysis of the structuralists.

Chomsky's analysis of syntax is done in two stages. The first is a constituent analysis of a sentence--the familiar branching tree diagram. In this analysis all subject-predicate relationships (the meaningful elements, according to Chomsky) are accounted for.

Then, in the second stage, transformational rules are applied to the final string of the base--which has only the subject-predicate elements--to make the changes needed by the sentence being analyzed. Thus there are transformational rules for additions (do auxiliary for some questions), deletions (you from a command), word changes (some to any in a negative), the arrangement of words (in questions, passives). It is these rules that account for all the changes needed for embedded sentences.

The best way to get a clear idea of the way Chomsky's analysis works is to look at an actual branching tree diagram. It contains all the subject-predicate elements that will trigger the transformational rules. I am using Chomsky's sentence from Aspects of the Theory of Syntax--Sincerity may frighten the boy--(p. 108) but I have simplified much of the analysis.



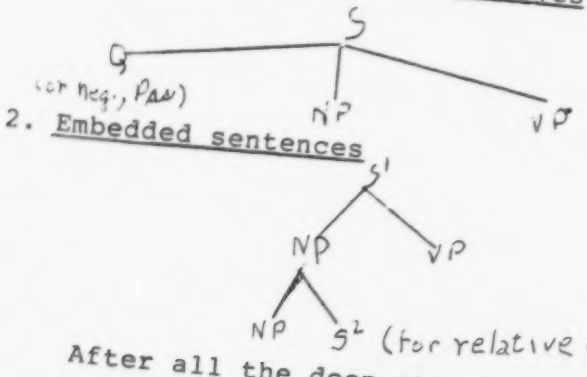
BASE PHRASE MARKER (deep structure)

From this diagram we see that the branching rules consist of only symbols (constituents). According to Chomsky, these symbols stand for language universals.

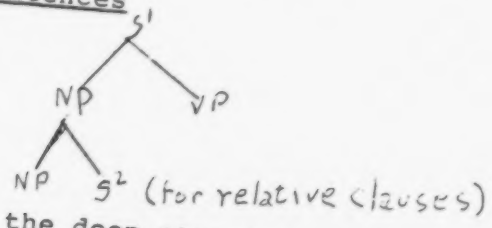
The information in square brackets (for the nouns and the verb) represents a feature analysis that is partly semantic. (This feature analysis was added in Aspects to make the base more comprehensive.) You will note that for the nouns, the same kinds of classifications are given as in traditional grammar. For the verb frighten, the top part of the feature analysis in the bracket subcategorizes verbs (+ _____NP tells us that frighten is a transitive verb). In the lower part of the bracket, + _____ [animate] tells us that frighten must select an animate object; ± [animate] _____ signals that frighten may select an animate or an inanimate subject.

In Aspects, Chomsky has expanded the base further to include constituent markers for:

1. Questions, negatives, passives



2. Embedded sentences



After all the deep structures are generated by the base phrase markers in this diagram, transformational rules are applied to map the sentence into its surface structure, the actual sentence.

I will not discuss here the challenges to Chomsky's version of transformational grammar, especially those of the generative semanticists, who claim that semantics rather than syntax should be the basis for the branching rules of the deep structure. Nor will I discuss Chomsky's further revisions of his own theory in order to make the base even more comprehensive, especially in the direction of including more semantic aspects.

One of the texts that was widely used to teach transformational grammar was English Transformational Grammar, by Jacobs and Rosenbaum, published in 1968. A later text that would be valuable for the teacher for its excellent overview of transformational grammar is An Introduction to Grammar: Traditional, Structural, Transformational, by Lydia E. LaPalombara, published in 1976 by Winthrop Publishers.

Although efforts were made to apply many of the concepts from structural and transformational grammar to the classroom, these applications were mostly short-lived. But two such applications remain very much in use today.

From structural linguistics, we have been seeing word-form exercises in many student texts. These exercises, influenced by the test frames used by Fries, call for a particular part-of-speech form that is required by its position in a sentence. Here is an example:

His (explain) _____ was not very (satisfy) _____.

With regard to transformational grammar, the appearance of Chomsky's Syntactic Structures led to an increasing use of sentence combinations that require changes in one sentence so that it can fit into the structure of another . For example, my Modern English: Exercises for Non-native Speakers, Part Two, makes extensive use of sentence combining. Separate exercises are presented systematically for each kind of change that permits one sentence to be incorporated within the structure of the other sentence.

As I conclude this paper, I would like to draw attention to the annotated bibliography for ESL/EFL teachers that is appended. The bibliography includes works that have been mentioned here as well as a few others that are related to either the descriptive or the analytic schools of grammar. Some of the annotations add more information to what has been given in this paper.

I would also like to recommend two texts that I think should be in the library of every ESL/EFL teacher. They are:

A Student's Grammar of the English Language (1990) by Greenbaum and Quirk

Modern English: A Practical Reference Guide (2nd ed., 1993) by Frank

These two texts are widely used now in teacher training courses. Both are descriptive and account for differences between formal and informal language and differences between British and American usage. Both are current and are based on considerable research. Finally, both use concepts from the two analytical schools of grammar selectively, without too much specialized vocabulary from these schools.

The two texts differ in that A Student's Grammar of the English Language pays greater attention to the spoken language, whereas Modern English: A Practical Reference Guide concentrates more on the written language, especially sentence structure. Modern English also takes up in greater detail the kinds of usages that non-native learners of English have problems with, for example the articles and the prepositions.

Note: The teacher needs to be aware that since A Student's Grammar of the English Language is written from the point of view of British usage, it will contain some differences from American usage in vocabulary, idioms and spelling.

A third text that would also be very helpful to the ESL/EFL teacher is A Communicative Grammar of English (1975) by Leech and Svartvik. Because the text presents grammar in its semantic and communicative use, it adds another important dimension to the study of grammar.

With the possession of these three recommended texts, the teacher will have at his or her command much of what can be of practical service from the developments in twentieth-century grammar.

MARCELLA FRANK
April 1993

Selected Bibliography for the ESL/EFL Teacher

Celce-Murcia, Marianne and Diane Larsen-Freeman. The Grammar Book: An ESL/EFL Teachers Course. Rowley, Mass: Newbury House (Heinle and Heinle), 1983. Has over 600 pages. Grammatical structures are presented, many from a transformational point of view, with references given at the end of each chapter to ESL/EFL texts, reference grammars, and linguistic research on the analysis and teaching of the point covered.

Chomsky, Noam. Aspects of the Theory of Syntax. Cambridge, Mass.: Massachusetts Institute of Technology, 1965. Chomsky expands his theory of transformational grammar, now called the standard theory. He introduces some new concepts, such as language universals, his theory of language acquisition (all human beings are born with the ability to learn a language), his distinction between language competence (internalized model of a language) and performance ("the actual use of a language in a concrete situation"), deep structure vs surface structure, and lexical features. Many of the elements for which transformational rules were given in Syntactic Structures are now accounted for in the initial branching diagram representing the deep structure (the meaningful content elements, especially those involving subject-predicate relationships).

Chomsky, Noam. Syntactic Structures. The Hague: Mouton & Co., 1957 This small book introduces the concept of transformational grammar. Chomsky presents his theory in terms of kernel (simple) sentences and their transformations. He devotes much attention to the transformational rules that explain the changes needed to transform simple sentences to other forms (questions, negatives, passives, for example) or to enable such sentences to be embedded within other sentences (nominalizations, for example).

Close, R.A. A Reference Grammar for Students of English. London: Longman, 1975. For advanced EFL students and their teachers. Deals with sentence structures (construction, expanding, condensing) and with usages connected with the parts of speech, with much attention given to the verb phrase. Terminology and concepts are in accordance with Quirk et al's A Concise Grammar of Contemporary English (see below).

Curme, George O. A Grammar of the English Language. Vol. II, Parts of Speech and Accidence, 1935; Vol. III, Syntax, 1931. Boston, Mass.: D.C. Heath & Co. Although somewhat dated, gives a useful description of English, with numerous examples quoted from British and American sources. Includes many historical facts of usage. Curme's one-volume paperback (English Grammar, Barnes & Noble, 1947) omits the historical references.

Francis, W. Nelson. The Structure of American English. New York: The Ronald Press Company, 1958. This structural text was frequently used for teacher training courses. Has chapters on: The Sounds of Speech: Phonetics; The Significant Sounds of Speech: Phonemics; Building Blocks of Speech: Morphemics; Grammar: The Parts of Speech, Syntactic Structures, Sentences.

Frank, Marcella. Modern English: A Practical Reference Guide. Englewood Cliffs, N.J.: Regents Prentice Hall, 2nd ed., 1993. A comprehensive description of English usage and sentence structure Based on traditional, structural and transformational grammar. The book is simply organized by parts of speech, clauses, and verbal constructions. Integrated with the description of each grammatical structure are its position and punctuation. Also, for every complex structure, the text gives its possible rhetorical effect and special meaning. Has two student workbooks based on the information in this reference guide.

Fries, Charles Carpenter. The Structure of English. New York: Harcourt, Brace & Co., 1952. One of the important books on which much of structural grammar is based. Classifies words by forms, position, and function, and analyzes the various layers of structure in a sentence.

Gleason, H.A. An Introduction to Descriptive Linguistics. New York: Holt, Rinehart and Winston, Revised ed. 1961. A frequently used text on structural linguistics. Gives structural descriptions of phonology, morphology and syntax. An accompanying workbook gives practice in the application of the segmenting and classifying done by structuralists.

Jacobs, Roderick A. and Peter S. Rosenbaum. English Transformational Grammar. Waltham, Mass.: Blaisdell Publishing Co., 1968. This text was often used in teacher training classes. As is the case with many texts on transformational grammar, the text presents the authors' own version of the grammar. Has chapters on: Constituents and Features; Segment Transformations and Syntactic Processes; Sentence Embedding; Simplicity and Linguistic Explanations; Conjunction.

Jespersen, Otto. Essentials of English Grammar. University, Ala: University of Alabama Press, 1964. Based on the author's multivolume A Modern English Grammar on Historical Principles (see below). Gives a descriptive analysis, based on usage, of how the English language works. Omits most of the historical details of the longer work.

Jespersen, Otto. A Modern English Grammar on Historical Principles. 7 vols. London: George Allen & Unwin, Ltd., 1956. This series of volumes was actually begun in 1909. Vol. 1 is concerned with "Sounds and Their Spelling," Vol 6 takes up "Morphology" (structure of words), and the remaining volumes deal with Syntax. An important contribution by Jespersen is his concept of the three grammatical ranks. thus, in the phrase "the furiously barking dog," dog is primary, barking is secondary, and furiously is tertiary. Jespersen uses the term "nexus" for the way "the dog is barking furiously" is joined in a sentence, and he uses the term "junction" for the way"the furiously barking dog" is joined in a phrase.

Leech, Geoffrey and Jan Svartvik. A Communicative Grammar of English. London: Longman, 1975. By two of the authors of A Grammar of Contemporary English. For fairly advanced EFL students. A communicative grammar rather than a structural one, the book

systematically relates grammatical structures to meanings, uses and situations. The uses, which are the heart of the book, are: a. concepts (quantity, time, place, etc.), b. information (statements, questions, etc.), c. mood, emotion and attitude, d. meanings in connected discourse. The last part of the book is a compendium - a grammar reference guide in alphabetical order.

Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech, Jan Svartvik. A Comprehensive Grammar of the English Language. London and New York: Longman,1985 Has 1,779 pages. Incorporates the further research of the authors. Has many of the same chapters as the authors' earlier A Grammar of Contemporary English (see below). Adds more information about the semantics of various structures (the verb phrase, adverbials, subordinate clauses). A Student's Grammar of the English Language (Sidney Greenbaum and Randalph Quirk, Longman, 1990) is a condensed version that is more accessible to both student and teacher.

Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech, Jan Svartvik. A Grammar of Contemporary English. London: Longman, 1972. Has over 1,000 pages. Based on an extensive Survey of English Usage conducted by the University of London. Some of the concepts are related to those in Jespersen's grammar. Contents: The English Language (in Great Britain and elsewhere); The Sentence; the Verb Phrase; Nouns, Pronouns; Adjectives and Adverbs; Prepositions and Prepositional Phrases; Adjuncts, Disjuncts, Conjuncts; Coordination and Apposition; Sentence Connection; The Complex Sentence; The Verb and Its Complementation; The Complex Noun Phrase; Focus, Theme and Emphasis. A Concise Grammar of Contemporary English (Randolph Quirk, Sidney Greenbaum, Harcourt Brace Jovanovich, 1973) is a condensed version of this publication.

Stageberg, Norman C. An Introductory English Grammar. New York: Holt, Rinehart and Winston, Inc., 1965. A structural grammar for students, with exercises. Includes the three levels of structural analysis - phonology, morphology and syntax. The section on syntax contains chapters on Noun and Verb clusters; Basic Sentence Patterns; Parts of Speech; Modification: Constituents. (Also includes a chapter on transformational grammar by Ralph Goodman.)

Zandvoort, R.W. A Handbook of English Grammar. London: Longman, Green and Co., 1957. Originally written for Dutch students. A descriptive analysis of the parts of speech and sentence structure.

LaPalombara, Lydia E. An Introduction to Grammar: Traditional, Structural, Transformational. Cambridge, Mass.; Winthrop Publishers, 1976. Especially good for its clear and thorough explanation of transformational grammar as presented in Chomsky's Syntactic Structures and his later Aspects of the Theory of Syntax. Includes later revisions of the Aspects model and the challenges to this model by the generative semanticists, who believe that "semantic meaning is the really basic deep structure."